“Ling and Ting: Not Exactly the Same”

Lesson By: Katie Coyne

Kindergarten Standard:

ELA- Writing   
 1. Generate writing ideas through discussions with others  
 5. Write from left to right and top to bottom  
 6. Use correct sentence structures when expressing thoughts and ideas  
 7. Reread own writing   
 8. Use resource to enhance vocabulary

Objective:

* Students will listen to the story “Ling and Ting”
* Students will be able to discuss what makes them different from other people and what makes them unique.
* Students will make a self-portrait of themselves using creative materials given by the teacher.
* Students will be able to write one complete sentence about why they are unique with help from the teacher.

Materials:

* “Ling and Ting”
* Body cut outs from The Wise Owl
* Art Supplies
* Writing paper
* Pencils

Procedure:

1. The teacher will call the students over to the carpet to listen to “Ling and Ting”
2. The students and teacher will do a picture walk through the book and talk about what the book might be about.
3. The teacher will read the book to the students and stop every so often to ask questions to make sure the students are listening and comprehending the story.
4. After reading, the class will talk about what makes each person unique from other people. We will discuss how we are different from our families and friends. Each person will share an idea.
5. Students will go back to their seats and begin working on the activity. Each student will receive a cut out of a body. Their job is to use different materials (crayons, markers, fabric, magazines, etc.) to make it look like them. They can also include pictures of things they like.
6. As students are working on their project, the teacher will call them over one at a time to complete a writing activity. “I am unique because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
7. The writing will hang under their self-portrait.
8. When all students are finished, they will be asked to clean up and get ready for the next activity.